

AFRICA EDUCATION INITIATIVE - ZAMBIA CASE STUDY

Implementing AEI in Zambia

Zambia is participating in three Africa Education Initiative (AEI) components: teacher training, the Ambassadors' Girls' Scholarship Program (AGSP) and innovative activities. AEI's cross-cutting themes, HIV/AIDS mitigation through education, and community and parental involvement in school governance are well-integrated into all activities. The United States Agency for International Development (USAID) program, Communities Supporting Health, HIV/AIDS, Nutrition, Gender and Equity Education in Schools (CHANGES) is comprised of four main components, three of which are funded entirely or in part with AEI funds—AGSP, Community Sensitization and Mobilization Campaign (CSMC) for Girls' Education and HIV/AIDS, and School Health and Nutrition (SHN).



Pupils of the Interactive Radio Instruction (IRI) at the Kamenga Community Center in Lusaka.

Funding data for AEI in Zambia is represented in the table below.

ZAMBIA AEI FUNDS OBLIGATED TO DATE

	Teacher Training In-Service	Teacher Training Pre-Service	AGSP	Innovative Activities*	Total
FY02	\$750,000				\$750,000
FY03	\$600,000				\$600,000
FY04	\$700,000	\$650,000	\$200,000		\$1,550,000
Total	\$2,050,000	\$650,000	\$200,000		\$2,900,000

* Data is not yet available on funding for the innovative activity.

For the teacher training component, a total of \$2,700,000 in AEI funds was obligated through FY02-04, with \$135,000 obligated in FY04. AEI funds of \$200,000 have been obligated through FY04 for the AGSP program.

Teacher Training. AEI/Zambia's teacher training funds support the CSMC for Girls' Education and HIV/AIDS and SHN programs. The CSMC is a social mobilization campaign, that focuses on sensitizing and mobilizing communities (1) to send their girls to school (and to keep them in school) and (2) to understand HIV/AIDS, the socio-cultural, economic, religious factors that promote its spread, and how to take measures to prevent its proliferation. The SHN focuses on improved delivery of school-based health and nutrition interventions to support pupil learning.

Both programs use a cascading teacher training model, whereby trainers, who attend Training of Trainers (TOT) workshops, return to their Teacher Training Colleges (TTCs), schools or communities and conduct subsequent training for pre-service and in-service teachers, and community members.

Pre-service. SHN training is part of the formal pre-service teacher training system. SHN was introduced into the teacher training curricula with the TOT workshops and the successive training of pre-service teachers. A three-day TOT workshop and three-day technical orientation training for pre-service teachers at Chipata TTC trained 29 trainers and 558 pre-service teachers. They were oriented to the following: the SHN program and the role they will play in it, general information on bilharzia and its treatment, the role of micronutrients in the program, and the use of the tools that are required to implement the program, such as the bilharzia questionnaire, tablet height pole, and school health card.

No pre-service teachers were trained by the CSMC from October 2004 to March 2005.

In-Service. Under the SHN technical/drug administration training is the hands-on training teachers, head teachers, and rural health workers receive to enable them to diagnose common illnesses in pupils, administer de-worming drugs and micronutrients, and to implement the SHN program at the school level. SHN trained the following educational personnel:

- SHN technical/drug administration TOT, five-day workshops trained 102 trainers, teachers, health workers, community development assistants, and zonal in-service providers in the Eastern and Southern provinces. These “master” trainers then conducted five-day workshops in their various institutions for 267 participants.
- SHN three-day management training reached 124 school and district managers, including 40 Ministry of Health personnel and nine community development assistants from the Ministry of Community Development and Social Services. The school managers and government personnel at the district and provincial level received training on how to manage the SHN program at their respective institutions. The training occurred in Lusaka, Luapula, Eastern, Southern, and Central provinces.
- Three SHN Theatre for Development/Participatory Learning and Action training workshops were held for community leaders and volunteers in Katete, Nyimba, and Petauke districts in the Eastern province. The aim of the five-day workshops was to develop local capacity to sensitize and mobilize communities on SHN issues.

As a result of the SHN AEI-funded teacher training activities from **October 2004 to March 2005, 31,549 children benefited from an improved learning environment.** The SHN program expanded into four new districts and is now active in the Eastern province (20 schools in Petauke) and the Southern province (26 schools in Gwembe, 35 schools in Siavonga, 43 schools in Sinazongwe).

Prior to October 2004, CSMC teacher training activities focused on training the staff of two TTCs in the Southern province, Charles Lwanga TTC and David Livingstone TTC. From October 2004 to March 2005, the staff of the District and Provincial Teacher Resource Centers were trained and they in turn trained 570 in-service teachers. Similarly, the staff of five local non-governmental organizations (NGOs) were trained in a TOT workshop, the staff then trained 265 in-service teachers. The NGO TOT workshops are on-going. All the above mentioned training of in-service teachers focused on three areas: girls’ education, HIV/AIDS and life skills.

As part of the CSMC model for sensitizing and mobilizing schools and communities, 11 new Zonal Community Facilitators (ZCFs) were trained. In addition, 2,184 School Focal Point Persons (SFPPs) upgraded their skills at a two-day zonal (sub-district) planning and reviewing meeting. All ZCFs and SFPPs are in-service teachers. SFPPs sensitize their fellow teachers and pupils about gender and equity, and HIV/AIDS issues. Complementing the SFPPs are volunteer Community Focal Point Persons (CFPPs) who spread this same message in the community.

As a result of the CSMC AEI-funded teacher training activities, **a total of 277,992 children from 648 schools are now benefiting from an improved learning environment.**

Once CSMC has conducted its research and verification in each district, local leaders from each district are invited to an advocacy meeting where the main findings on girls' education and HIV/AIDS are shared with the community. This is a key element of the CSMC model. These findings are discussed and concrete resolutions to address the issues are decided upon. The local leaders then take these resolutions to their various communities. From October 2004 to March 2005, 388 local leaders including area chiefs, village headmen, local business people and other influential community members participated in advocacy meetings in eight of the 11 districts of the Southern province.

AEI Success Story – School Health and Nutrition in Zambia

(Reprinted from the USAID/Zambia website)

Precious Banda is a grade six pupil in a Chipata District Basic School who was viewed by her teachers as a quiet girl who participated little in school and often fell asleep at her desk. She was also frequently absent. When she was in school she was usually found on the sidelines in school sports activities. When the school began participating in the pilot School Health and Nutrition (SHN) interventions, a sample of pupils were tested for worms and bilharzia. Precious was among those tested and was found positive for bilharzia and roundworms. The bilharzia rate in the district was found to be very high with some schools having a 70% positive rate. Precious received treatment for bilharzia and worms and was also given Vitamin A and started on a ten-week course of iron supplementation.

Several weeks after the treatment program, SHN program staff interviewed the headmaster and class teachers as part of the monitoring process. The headmaster immediately recalled how Precious, in particular, was like a new person. She was now active in class, frequently raising her hand to answer questions instead of sleeping or staying away from school; her participation in sports had also improved. The class teachers were also enthusiastic about the effect of the SHN program, noting the general level of performance after the mass treatment of the entire school was undertaken. Precious is just one example of how immediate and dramatic the impact of the SHN program has been. Teachers, parents, and the whole community have observed the positive effects. The impact is equally important for the MOE Provincial and district staff who see the results and are responsible for supporting and sustaining the program over time. Word of the change in Precious and other pupils has spread rapidly throughout communities, and now there is a demand for treatment by others, even among children not attending school. The success achieved so far should have a very positive effect on parents encouraging school attendance. Other districts have also heard of the success of the SHN pilot activities and are now asking when their districts will be included in the program.

Funding for teacher training in Zambia. To date, the teacher training component has received a total of \$2,700,000 in AEI funds for FY02-04. In-service training has received two-thirds of these funds.

Current Funding Levels for AEI Teacher Training in Zambia

	FY02		FY03		FY04		TOTAL OBLIGATED
	Allocated	Obligated	Allocated	Obligated	Allocated	Obligated	
In-Service	\$750,000	\$750,000	\$600,000	\$600,000	\$700,000	\$700,000	\$2,050,000
Pre-Service					\$650,000	\$650,000	\$650,000
	\$750,000	\$750,000	\$600,000	\$600,000	\$1,350,000	\$1,350,000	\$2,700,000

The Ambassadors' Girls' Scholarship Program (AGSP). Winrock International and its subcontractor, Weidemann Associates serve as the institutional contractor for southern Africa, including Zambia. The local implementing partner in Zambia is the Forum of African Women Educationalists in Zambia (FAWEZA). The advisory structure determined that the scholarships should be targeted to the extremely poor, HIV/AIDS orphans, and other vulnerable children. Although AGSP under AEI is intended for primary school girls, an exception was made in Zambia to award a number of scholarships to secondary school girls and boys. In the Eastern province, it is the boys that are often kept from school – traditional initiation rights negate the notion that boys should continue their education as they are considered adults after the initiation and have no need for further schooling.

From October to December 2004, 772 pupils in grades 8-12 received AEI funded scholarships, 757 girls and 15 boys. In the first term of 2005, 327 additional scholarships were awarded, 303 to girls and 24 to boys. Thus, the total number of scholarships awarded with AEI funds is 1,099. All the scholarship recipients are orphans and vulnerable children.

Funding for AGSP in Zambia. To date, the AGSP component has received a total of \$200,000 in AEI funds for FY04. From October 2004 to March 2005, the local implementing partner, FAWEZA, received \$79,500 of AEI funds. AEI funds were also provided to FAWEZA for partial salary support for a senior finance manager, and a Peace Corps volunteer, as well as for general operating costs such as stationery, communications, utilities, etc.

Innovative Activities. Interactive Radio Instruction (IRI) has been used to improve the quality of learning in classrooms. In Zambia, it is going beyond this initial purpose to deliver basic education to out-of-school children, especially orphans and other vulnerable children, in community learning centers.

The IRI is a collaborative effort among communities, churches, non-governmental organizations (NGOs), and community-based organizations, the Ministry of Education (MOE), Peace Corps, and the Education Development Center. The MOE's Educational Broadcasting



Pupil participating in the IRI lesson at the Kamenga Community Center in Lusaka.

Services develops and broadcasts the programs and develops supplementary materials. The MOE also trains mentors and provides supervision and monitoring at participating learning centers. Participating communities, churches, and NGOs provide the learning center venues, mentors to facilitate the radio broadcasts, radio receivers, and some low-cost materials. Communities also mobilize out-of-school children to attend the learning centers each day. These programs, which allow children to complete a grade level in six months, follow the Zambian curriculum for mathematics, language arts in English, science and social studies.

Due to the psychosocial needs of many of the listeners, the radio instruction programs also include five-minute segments covering life skill themes (hygiene, nutrition, social values, etc.), and 15-minute programs are broadcast each day for teachers and other adults that explicitly address issues relating to HIV/AIDS in Zambia.

Approximately 300 community centers covering all nine provinces have been established. Thirty-two percent of enrollees were orphans, 48.7% were female and a scant 17% of enrollees had received schooling prior to receiving IRI.

Funding for Innovative Activities in Zambia. Information was not yet available on the funding levels.

AEI Activities' Progress and Results in Zambia

Teacher Training

Outputs through March 31, 2005 for in-service activities include training **5,638 teachers in FY03, and 3,399 in FY04 (3,030 and 369 in-service teachers through CSMC and SHN respectively) in school health and nutrition, and girls' education and HIV/AIDS mitigation.** Most training was delivered by the CSMC through TOT workshops.

Pre-service achievements include the delivery of **specialized health training for 558 unqualified teachers in FY04. In FY03, 1,026 pre-service teachers received training.**

SUMMARY OF TEACHER TRAINING OUTPUTS IN ZAMBIA		
	<i>Type of Output</i>	<i># reached</i>
Total outputs counted toward AEI targets	In-service teachers trained FY03	5,638
	In-service teachers trained CSMC FY04	3,030
	In-service teachers trained SHN FY04 (includes training of health workers and community development assistants)	369
	Pre-service teachers trained FY03	1,026
	Pre-service teachers trained CSMC FY04	-
	Pre-service teachers trained SHN FY04	558
Additional outputs	CSMC TOT of District and Provincial Teacher Resource Center staff	68
	CSMC TOT of five local NGOs staff	15
	CSMC Community Focal Point Persons trained	2,912
	CSMC Local leaders trained	388
	SHN TOT of Chipata TTC tutors	29
	SHN management training for school and district managers	124
	SHN Theatre for Development/Participatory Learning and Action training for community leaders and volunteers	59
	Children benefiting from an improved learning environment (31,549 and 277,992 children from SHN and CSMC programs respectively from October 2004 to March 2005)	309,541
Total outputs		323,757

In addition to supporting teacher development, **112 TTC and NGO staff attended TOT workshops** (68 District and Provincial Teacher Resource Center staff; 15 NGO staff members; and 29 TTC staff). Additionally, **2,912 Community Focal Point Persons and 388 local leaders were trained on girls' education and HIV/AIDS issues**, and **another 124 school and district managers, and 59 local leaders received training on school health and nutrition**.

Moreover, from October 2004 to March 2005, the teacher training component has **improved the learning environments of 309,541 pupils** in Zambia. These students will directly benefit from the enhanced institutional capacity at their schools.

The Ambassadors' Girls' Scholarship Program. By March 31, 2005, the **program distributed 1,099 scholarships for girls and boys for the 2004/2005 academic year**. Scholarships were awarded to 1,060 girls and 39 boys.

Innovative Activities. The MOE airs 100 daily 30-minute IRI lessons for grade 1, and 200 for each of grades 2-5. Interactive radio in community learning centers was formally adopted by the MOE as its primary means for reaching the 800,000 school-age children not in school.

History of the African Education Initiative (AEI) in Zambia

The precursor to AEI, the Education for Development and Democracy Initiative (EDDI) funded seven country-specific activities in Zambia between 1999 and 2005 amounting to \$3,109,221 with an additional eight activities regionally managed and funded. EDDI activities in Zambia emphasized gender in the majority of the activities, specifically equity in education, and accessing technology. The IRI project through its community-based technology resource centers, ensured that 7,782 out-of-school children, particularly HIV/AIDS orphans and other vulnerable children, including girls received radio broadcasted basic education. EDDI activities also focused on assisting small and medium-sized Zambian manufacturing firms to improve their productivity and quality and thus competitiveness in southern African markets, and strengthening academic and government institutions through capacity building. This was largely achieved through the Education Management Information System (EMIS) project, which transformed the Ministry of Education's Planning Unit to a technically advanced network that was able to manipulate and generate education data.

EDDI funding in Zambia allowed the Mission to go further in two concrete areas—the EMIS project and the IRI project. While both of these projects' scopes fit within the Mission strategy, it did not have the resources to implement these activities. EDDI was able to facilitate the procurement process, without this assistance the Mission would have taken years longer to implement these activities.

Under AEI, the investments and successes of EDDI activities and country programmatic foci are evident among the current and planned activities. Girls' education remains a top priority and challenge. An important innovation started by EDDI---the IRI is further being developed under AEI through the innovative activity component.

As with EDDI, USAID/Zambia plays a central leadership role in AEI activity coordination and oversight. USAID/Zambia has also successfully engaged the Ministry of Education in most of the AEI activities, as a natural extension of the relationship required for its own country education strategic objective.

Education Context for AEI

Zambia's development vision as expressed in the Poverty Reduction Strategy Paper is, "increased skills for poverty reduction and economic growth." This is supported by the Ministry of Education (MOE) Strategic Plan (2003-2007) goal of "equitable access to relevant quality education and training that incorporates HIV/AIDS interventions." In 2002, the government of Zambia embarked on a Free Basic Education (FBE) policy.

However, the Zambian education system has seriously deteriorated over the last 20 years owing to economic decline, lack of resources and institutional inefficiencies. Although the population grows at an annual rate of about 3.2%, the number of Zambian children enrolled in school has only marginally increased since 1990. Of those that enter grade 1, about two-thirds complete school through grade 7. The attendance of girls in at school is lower than that of boys, in general, and, in rural areas, is significantly lower than that of boys. The stagnation of school enrollment is due to a number of long-standing problems including inadequate numbers of schools and long distances between homes and school facilities. School infrastructure has also deteriorated. Furniture, textbooks and learning materials in most schools are in very short supply or non-existent. Zambia's HIV/AIDS crisis further undermines the educational system by significantly increasing teacher absences and attrition rates and causing dramatic increases in the number of school-age orphans. Finally, girls - who have traditionally been disadvantaged in education - are falling further behind their male counterparts.

The government has taken various measures to improve both the access and quality of basic education. This has been done with the support of multilateral and bilateral donors such as the World Bank, United Nations Educational Scientific and Cultural Organization (UNESCO), USAID, the United Kingdom Department for International Development (DFID), and the Norwegian, Netherlands and German governments. These donors supported the MOE's education reform framework Basic Education Sub-Sector Investment Program (BESSIP).

USAID/Zambia and AEI Program Theory

USAID/Zambia's education program, CHANGES, is part of the Mission's technical support to the Zambian MOE. The program's overall goals to improve children's education and prevent the further spread of HIV/AIDS are complementary to the development of AEI's activities, goals and objectives. Since August 2005, the CHANGES program is more focused on HIV/AIDS, teacher training and an expanded scholarship program for orphaned and vulnerable children. AEI funds have been incorporated into the CHANGES program specifically for teacher training (supporting SHN and CSMC) and AGSP.

USAID has chosen the Education Quality Improvement Project (EQUIP II) project, under the direction of the Academy for Educational Development (AED) and its partners, the American Institutes for Research (AIR), the Research Triangle Institute (RTI), and ORC Macro to assist the MOE's leadership to develop a responsive set of tools, procedures, activities, and approaches that institutionalize "best practices."

The aim of USAID's program is to support the Ministry of Education's Strategic Plan by: 1) helping the MOE expand already successful programs that improve the quality of basic education; 2) promoting the MOE's restructuring plan for decentralization of the education system to the district, school, and community levels; 3) assisting the MOE in establishing firm ownership of its programs through capacity building and moderate Non-Project Assistance (NPA) support for basic education; and 4) developing new programs such as HIV/AIDS activities, and information technology, as resources permit.

As the IRI activity was so successful under AEI's predecessor initiative, EDDI, funding from AEI under its innovative activity component is being used to continue assistance to the Department of Distance Education (DODE) in the design, development and revision of programs and materials to

cover all grades from 1-9, so that a full cycle of quality basic education will be available through DODE. USAID/Zambia is also working with the MOE to introduce the use of IRI in government primary schools.

As USAID/Zambia's education program objectives are so complementary to AEI's goals, the program theory for AEI in Zambia is an enhancement of funding resources of USAID/Zambia to expand the impact of the education program through additional beneficiaries reached.
